MCAAP Monday Drop In Lunch Bunch:
“Leveraging Community Services To Support Your Patients’ Learning and Developmental Needs”

November 13, 2023

With MCAAP President:
Mary Beth Miotto, MD, MPH

And Special Guest:
Yamini Howe, MD
Monday Lunch Bunches this fall, winter, and on...

We’ll meet less frequently over the holidays
HOW DO I ACCESS OR SHARE PAST MONDAY DROP IN CONTENT?

Find past videos and hyperlink-powered slide decks at https://mcaap.org/cme/

Look for new biweekly invite links in MCAAP member emails on Mondays.
November 13, 2023:
The 504/IEP Process: Understanding the School’s Team Assessment Report: Special Guest Dr. Yamini Howe
"You can make a referral for special education at any time. Providing instructional support cannot be used to delay the evaluation of a student. If a student is referred for an evaluation, documentation of the use of instructional supports is part of the evaluation information reviewed by the Team."

From The Parent’s Guide to Special Education:
Members of the Multidisciplinary Team

- Regular education teacher
- School psychologist
- Educational evaluator
- Special education teacher
- Speech and language clinician
- Medical personnel (when appropriate)
- Social worker
- School/guidance counselor
- Parents
- School nurse
- Occupational and physical therapists (when appropriate)
WHAT IS A COMPREHENSIVE ASSESSMENT?

An evaluation for special education should always be conducted on an individual basis.

When completed, it is a comprehensive assessment of the child’s abilities.

Under IDEA 2004, no single procedure is used as the sole criterion for determining an appropriate educational program for a child.

Further, the child must be assessed in all areas related to the suspected disability.
Components of a comprehensive assessment include:

- An individual psychological evaluation including general intelligence, instructional needs, learning strengths and weaknesses, and social emotional dynamics.
- A thorough developmental, social, and academic history based on interviews with parents and student.
- A physical examination including specific assessments that relate to vision, hearing, and health.
- A classroom observation of the student in his or her current educational setting.

You can ask for these specifics.
A Comprehensive Assessment may also include:

- An appropriate educational evaluation
- A behavioral assessment
- Speech and language evaluations, when appropriate
- Physical and/or occupational evaluations, when indicated
- Interviews with the student/parents and significant others in his or her life

Do the parent and pediatrician know that these elements may be included? Maybe request them specifically?
Different terms for the evaluation

- Special education assessment
- School evaluation
- IEP evaluation
- Comprehensive or multidisciplinary evaluation

Different terms for the tests that may be in the evaluation

- Psychoeducational evaluation or cognitive testing, which looks at how a child thinks
- Educational evaluation, which looks at a child’s academic skills
- Functional assessment, which looks at how a child behaves

Is the parent confused about terms? Encourage them to ask their IEP Team for clarification!
MASSACHUSETTS IEP TIMELINE REQUIREMENTS

Massachusetts IEP Timeline Compliance

1. Referral request made by parent, teacher, student, or other concerned person
2. School sends Request to Evaluation Consent Form and PIPs to parents within 5 calendar days of request
3. School receives consent, Evaluation and Assessments completed within 30 school days
4. Notice of team meeting early enough to ensure mutually agreed time and place. (34 CFR 300.322(a)(1))
5. Assessment summaries completed and available to parents, upon request, at least 30 calendar days before meeting
6. School meeting / eligibility determination
7. Implementation of services, "without delay" (603 CMR 28.07(5)(d))
8. Parent reviews and accepts / partially rejects / fully rejects IEP in writing no later than 30 days after receipt
9. District submits IEP to BEPE no later than 3 days after rejection
10. Parent reviews and accepts / partially rejects / fully rejects IEP in writing no later than 30 days
11. 2 copies of IEP sent to parent with IEP Consent Form within 45 school days of receiving consent
12. Develop IEP at Team meeting. Discuss Placement and Transition as necessary
13. Parents and written notice of rights sent to parent within 10 calendar days
14. 2-5 calendar days (no summary) OR two calendar weeks (summary)

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www.SPEDadvocate.com/timelines/
Special Education Eligibility/Initial and Reevaluation Determination

A. Proceed through the flowchart until an eligibility determination is reached.

1. Does the student have one or more than one disability?
   - Autism
   - Developmental delay
   - Intellectual
   - Sensory: Hearing, vision, Deaf-Blind
   - Neurological
   - Emotional
   - Communication
   - Physical
   - Specific Learning
   - Health

   If yes, indicate disability [specify]

2. (a) Is the student making effective progress in the general education program? In the case of a three-year reevaluation, would the student continue to make effective progress in the general education program without special education services?

   yes

3. (b) Is the lack of progress a result of the student’s disability?

   no

4. (c) Does the student require special education and/or related services to make effective progress or to access the general education curriculum?

   yes

   THE STUDENT IS ELIGIBLE FOR SPECIAL EDUCATION.

5. Is parent satisfied with school evaluation?

   yes

   Continue forward as previously discussed.

   Discuss Extended Evaluation and eligibility to an Independent Educational Evaluation.

   no

   Student is not eligible for Special Education but may be eligible for other services in other programs.

   Student is not eligible for Special Education.
se examples with Dr. Howe
Dr. Yamini Howe presents on the special ed process and testing:
Dr. Howe practices at Cortica in Burlington, Massachusetts. Her patient care is informed by lived experience as a mother of two, one of whom has an intellectual disability due to Down syndrome. She works with families to develop holistic treatment plans that may include medication and other therapies to support their child's wellness and ongoing development.

Although originally from Little Rock Arkansa, Dr. Howe completed all of her training in New England - with her BS at MIT, MD at Tufts, and pediatrics residency and DBP fellowship at Brown.
WOULD YOU LIKE TO GATHER WITH OTHER PEDIATRICIANS TO IMPROVE DELIVERY OF THIS DEVELOPMENT/BEHAVIORAL CARE OR ADVOCATE FOR BETTER SCHOOL HEALTH POLICIES?

Join the MCAAP School Health Committee
Contact Executive Director Cathleen Haggerty at chaggerty@mcaap.org
Please contact MCAAP President Dr. Mary Beth Miotto if you would like to suggest new topics, formats, or guests for this series. Feedback is welcomed!

Thank you for your participation.
RESOURCE SLIDES FOR YOUR LATER REVIEW
IEP ASSESSMENTS AND SPED TERMS

• https://adayinourshoes.com/special-education-terminology-pdf/

• https://educationadvanced.com/resources/blog/special-education-assessments-what-schools-need-to-know/

• https://www.wrightslaw.com/links/glossary.assessment.htm
  • The Wrightslaw website offers valuable resources on education rights
Remember that there are many organizations, from your district’s SPEDPAC to family resource agencies that can provide support to parents even beyond what the pediatric team and specialty teams may provide. Parents will thank you for THESE referrals!